

Foreign Area Officers
And the
Advanced Civil Schooling Program

Getting into Graduate School

Seventh Edition December 2003

Payment of Tuition and Fees
States Granting Military Resident Rates

STATES THAT DO

Alaska
Arizona
Arkansas
Colorado
Florida
Hawaii
Idaho
Illinois
Kansas
Maine
Maryland
Massachusetts
Mississippi
Montana
Nebraska
New Hampshire
New Jersey
New Mexico
New York
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Texas
Utah
Virginia
Washington
West Virginia
Wisconsin

STATES THAT DON'T

Alabama *
California
Connecticut
Delaware
Georgia *
Indiana
Iowa *
Kentucky *
Michigan
Minnesota *
Missouri *
North Carolina

* In-state for military on Tuition Assistance, but not for sponsored students.

Send comments or suggestions to: stroutj@hoffman.army.mil

<http://www.HRC.army.mil/opfamacs/instate.htm>

CONTENTS

Subject	Page
1. Introduction	1
1-1. About this pamphlet	
1-2. About FAO training	
2. The Advanced Civil Schooling (ACS) Program	1
2-1. Introduction	
2-2. The application process	
2-3. Restrictions	
a. Funding cap	
b. Time	
c. State supported programs	
2-4. FAO vs. other programs	
3. Before You Apply	2
4. Where to Apply	2
4-1. Approved schools	
4-2. High-cost v. low-cost	
4-3. State-supported schools	
4-4. One-year programs	
4-5 Building your own program	
4-6 Other	
5. When to Apply	4
6. How to Apply	4
6-1. Getting the packet	
6-2. Building your packet	
6-3. Establishing a Point of Contact	
6-4. Financial aid	
6-5. Managing the packet	
6-6. Getting your answer	
6-7 Recommendations	
7. After You Are Accepted	5
7-1. The acceptance letter	
7-2. State-supported schools	
7-3. Private schools	
7-4 To whom to talk	
7-5. Deferments	
8. Applying to HRC	6
8-1. Building your packet	
8-2. Submitting your packet	
8-3 The approval process	
9. Other Points	6
9-1. Reimbursement	
9-2. Other funding	
9-3 Language requirements	
10. Key Points	6

Appendices

A. Suggested Timeline	A-1
B. POC List	B-1
C. School Contact Information	C-1
D. Examples	
D-1. Statement of purpose	D-1-1
D-2. Resume	D-2-1
D-3. Cover letter for incomplete/late admission packet	D-3-1
D-4. Request for deferment of admission	D-4-1
D-5. E-mail explaining Army requirements to a state-supported school	D-5-1
D-6. Letter of acceptance from a state-supported school	D-6-1
D-7. Letter explaining Army requirements to a private school	D-7-1
D-8. Letter of acceptance from a private school	D-8-1
D-9. Letter of financial support from a private school	D-9-1
D-10. Letter of recommendation #1	D-10-1
D-11. Letter of recommendation #2	D-11-1
D-12. Letter of recommendation #3	D-12-1
D-13. Foreign language evaluation	D-13-1
D-14. Letter establishing residency	D-14-1

References (included)

1. Letter, ACS Budget Officer, 6 Feb 98, Subject: Tuition Cap for (specific applicant).
2. Memorandum, TAPC-OPB-D, 1 Nov 99, Subject: ACS Policy on Tuition Reductions.
3. Memorandum, DAMO-SSF, 25 Oct 99, Subject: FAO Approved Schools List.
4. Memorandum, DAMO-SSF, 25 Oct 99, Subject: Graduate School Goals, Objectives, and Requirements.
5. AR 621-1, Training of Military Personnel at Civilian Institutions, 15 Oct 84
6. Example of a Completed DA Form 1618-R
7. States Granting Military Resident Rates

References (not included)

US Army Student Detachment Handbook, Mar 98

1. Introduction

1-1. **About this pamphlet.** CPT Barry Huggins (48E) originally wrote this pamphlet in 1998 after applying for and being accepted to graduate school while attending the Defense Language Institute. It has been vetted by several officers who also completed the process, who had collectively been accepted by Harvard, Yale, Columbia, Johns Hopkins, Tufts, Georgetown, Boston University, the University of Michigan, George Washington University, the University of South Carolina, and Ohio State University, among others. This pamphlet relates lessons learned and aims to save you, the prospective applicant, time and effort learning the same things. It should be used only as a guide. Suggestions for this pamphlet should be referred to the FAO Proponent, ODCSOPS, Pentagon.

1-2. **About FAO training.** All Foreign Area Officers (FAOs) undergo three phases of training - language training, In-Country Training (ICT), and Advanced Civil Schooling (ACS). FAOs entering the program with language skills, significant regional experience, or an appropriate graduate degree can apply for and receive a waiver for one or more of these training requirements. Normally, FAOs attend language training first. The order in which you attend the other two phases will depend on many factors like the availability of ICT slots, your time-in-service, and other things. Under OPMS XXI, most officers will have ICT first, and only receive ACS after Career Field Designation and selection for Operations Support. *If you have over 17 years of active federal service (including prior enlisted service), you will not be able to start ACS or will require a waiver.* [AR 621-1, 3-2b. (1)]

2. The Advanced Civil Schooling (ACS) Program.

2-1. **Introduction.** The ACS program (also called the “fully-funded” program) is administered by Development Branch at HRC and is governed by AR 621-1. Its purpose is to meet educational requirements as documented by the Army Educational Requirements System (AERS). Because FAO has special educational needs, there are several additional FAO specific rules, which govern our officer applicants. Essentially, the FAO Proponent makes the rules, which HRC executes. In conjunction with our counterparts at FAO Assignments, HRC, and with input from basic branches, we hold a panel each year to establish an Order of Merit List (OML). We consider the officer’s academic record, potential for continued service, regional experience, and language abilities. The OML is generally established in November of each year. The Training Managers at FAO Assignments, HRC, work application packets based on the OML, FAO ACS authorizations (generally about 90/year), and available ACS funding at that moment.

2-2. **The application process.** To apply, you will need to follow these steps:

- Select schools.
- Apply to schools.
- Reconcile acceptances with HRC requirements.
- Submit packet to HRC. Understanding the rules governing where to apply and understanding HRC’s requirements will greatly enhance your prospects of going to grad school where you want, and will save you much time and effort.

2-3. **Restrictions.** There are some restrictions of which you need to be aware. They are:

a. **Funding Cap.** The goal of the FAO ACS program is to ensure that all qualified officers who do not already possess an appropriate graduate degree receive one as part of the three-part FAO training program. To meet this obligation with limited funding, the FAO Program utilizes a mix of low cost and mid-cost schools. No FAO will be funded for more than this amount for tuition and related ACS fees. Officers may not pay any part of their tuition.

b. **Time.** *You must attend full time, uninterrupted, and complete the program in a maximum of 18 months.* [AR 621-1, 2-16a and 3-1a]. This translates to four semesters maximum, attended straight through and including summer sessions. If you begin in fall of a given year, the FAO Proponent and HRC will expect you to finish by the end of December of the following year. If there are no courses for graduate credit during summer sessions, you can probably do thesis research for credit, but you will still need to finish by the end of December. Most schools understand this, and will allow you to compress what is normally a two-year program into the allotted time. However, you will need this in writing from the school when you submit your packet to HRC (see para. 7-1)

c. **State tax supported programs.** You may submit up to three schools to HRC with your request for ACS. *You must be accepted at and submit one tax-supported school that will offer you in-state tuition.*

[AR 621-1, 3-4f]. There are many schools that will offer in-state tuition to any officer attending under the fully funded program, regardless of their legal residence. A partial list of those schools is included in this booklet (Reference 7) and indicated on the FAO Proponent Approved Schools List (Reference 3). HRC strongly prefers to fund officers for state-supported schools, as both the cost and administrative burden are lower.

2-4. FAO vs. Other Programs

a. You may have friends attending graduate programs who are not subject to some of these restrictions. For example, officers who are going to teach at USMA are not subject to any of the above. They are managed and funded separately, and different rules apply. Officers in the Acquisition Corps are also managed differently, as are officers in the training with industry program.

b. It is important for you to understand fully the FAO ACS program. It will be up to you to explain the system to the universities to which you apply; they may have had officers in the USMA instructor program attend in the past and may not understand the difference in the programs.

3. Before You Apply.

a. You will need at least two official copies of your GRE scores and each of your undergraduate transcripts. While almost all schools require official copies of transcripts sent directly from your undergraduate institution(s), you can in most cases submit a photocopy for them to work with while they wait for an official one if necessary. You will also need to submit one of each to HRC with your packet [AR 621-1, 3-4b (1)].

b. Take the GRE as soon as possible, preferably before starting language training. The scores are good for 5 years, and taking them early may give you the opportunity to retake them if needed. *Take the GRE as many times as necessary, but get the best score you can! Good scores are important in the application process.*

c. Many schools ask for a statement of purpose and a resume. Having one of these already written makes things much easier and can help with essay questions. I have included examples at appendices D-1 and D-2.

4. Where to Apply

To recap, here are some general rules to help you narrow down your list of prospective schools:

- You must apply to at least three schools.
- You may submit up to three schools on your DA 1618-R.
- You must submit at least two schools on your DA 1618-R.
- You may submit one school on your DA 1618-R that is not on the Approved Schools List. This is an exception to policy that must be approved by the FAO Proponent (DAMO-SSF) *before* you submit your packet to HRC.
- At least one of the schools on your DA 1618-R must be a tax-supported school where you have been accepted and which will grant you in-state tuition.
- If you still have questions, talk to your FAO training manager at HRC (see Appendix B).

4-1. **Approved schools.** Each year, the FAO Proponent, Strategic Leadership Division, ODCSOPS (DAMO-SSF) publishes a memorandum listing approved schools for each of the nine FAO geographic areas. The schools on the list have had their academic programs evaluated and they meet all educational requirements of the FAO program. *You should use this list as a “point of departure” for the selection of a graduate program. You must confirm the degree completion time and the tuition/fee cost with each school in your letters of acceptance (para 7-1, below).*

4-2. **Cost categories.** The Army’s obligation is to send all eligible officers to graduate school. It is not to send all officers to their first choice in schools or a school with the best name recognition. With this principle in mind and the reality of juggling insufficient finances, HRC created cost categories for graduate schools and required applicants to offer at least two cost options. The Approved Schools List (see Reference 3) delineates three cost categories. Low cost schools cost up to 10K/year, and mid cost schools cost from 15K/year. Officers will not be approved to attend high cost (above 15K/year)

programs unless they receive tuition assistance to bring the tuition below the funding cap. Many expensive schools understand the ACS program and will reduce tuition.

4-3. In-State Tax-Supported schools. The Approved Schools List shows programs that are tax-supported and will grant in-state tuition to active duty officers once they are on orders assigning them to the state in which the school is located. However, the rules change often, and you should check with the schools to which you apply to confirm their status. Some state-supported schools charge out-of-state tuition that is above the cap to nonresidents but charge in-state tuition that is below the cap to bona fide residents. The University of Michigan is one example. It can be difficult for Army officers to establish residency. A sample letter-establishing residency is provided in Appendix D-14.

4-4. One-year programs. There are several schools that offer both a one-year and a two-year program, though they may be in different parts of the school's catalog. Though challenging, a one-year program may be beneficial if you need to get back to an OER-producing assignment. The Fletcher School at Tufts, Boston University, Georgetown, Columbia, and the Naval Postgraduate School are among schools that offer a one-year program.

4-5 Building your own program. You are not strictly limited to the schools on the list, but all "create your own" programs must conform to FAO educational requirements and constraints (see Reference 4). In limited cases, officers may include one school in their DA Form 1618-R that is not included in the Approved Schools List. These officers must request an exception to policy, with justification, from the FAO Proponent prior to submitting DA Form 1618-R to Human Resources Command. The justification must clearly demonstrate that the suggested program meets all DA guidelines and FAO educational objectives, per the above references. If you wish to attend a school not on the Approved Schools List, you will be required to do the "grunt work:" contact the school; get the MA program and course descriptions; find out if it can satisfy FAO requirements for foreign policy, area studies, and language studies; find out if it will meet the funding cap; and find out if you can complete the program in 18 months or less. Ensure your choice of schools is based on solid criteria. Choosing a school based primarily upon name recognition or location is not sufficient to justify an exception to policy.

One common request for exception to policy concerns high cost schools. These are programs that exceed the Army ACS funding cap of \$15,000 per year. These requests will only be approved under certain circumstances: the officer is uniquely qualified; funds are available; and, the school offers a fellowship or other form of tuition assistance to bring the cost to under \$15,000. There are a number of high cost schools that offer a limited number of fellowships and/or tuition assistance programs to lower the cost under the cap. By applying for and receiving either an approved assistance program or fellowship, the prospective FAO can reduce a "high cost" program to a lower cost option.

4-6 Other.

Applying for Universities Overseas. We actually do send people to overseas universities so it certainly is not against regulation, but it requires a lot of specialized attention. Each overseas assignment for grad school is considered on a case by case basis. However, FAO proponent will continue to encourage attendance at American Universities. There are a few difficulties associated with the arrangement that you should consider before applying:

- Most overseas universities are not approved Army schools so we must request an exception for each person that attends.
- Overseas graduate programs are not accredited in the same manner than an American school is. So before the school can be put on the ORB, the officer must pay (at his own expense) the cost of the review by an American University to get an accredited transcript. This is not guaranteed so the money may be spent in vain if no American University will recognize the equivalency.
- Direct payment through DFAS is not possible because of exchange rates. The officers either pay out of pocket per semester or take foreign loans. We then reimburse them for their tuition. This is time consuming and puts the financial burden on the officer.
- Finalizing the AER is sometimes difficult because of language barriers. It's not a huge issue, but certainly something to consider. Also, the AER can not be filed until the transcript is received (the American copy) so the officer is taking a chance on an incomplete AER.
- Cost restrictions still apply for overseas universities. Some fall into a low cost category, others range into the medium and high cost categories.

5. When to Apply. Most schools accept application between 8 and 12 months prior to the start of the semester for which you are applying. Some will accept applications later, however, you will need to gain acceptances in time to submit your packet to HRC, so it is best to submit early. Many schools have a deadline of November for admission to the fall semester; A suggested timeline is at Appendix A.

6. How to Apply

6-1. Getting the packet. First, you will need to get the application packets. Increasingly, the most efficient way to do this is over the Internet. Make sure you are getting packets from the right departments! Included at Appendix C is a list of centralized POC and contact information sites for schools on the approved list. Gather the packets at least a year out, say in August of the year prior to starting graduate school.

6-2. Building your packet. Most application packets will consist of the application form, essay questions or statement of purpose, resume, letters of recommendation, transcripts, and GRE scores. The Educational Testing Service, which administers the GRE, has a website (www.gre.org) where you can download school and department codes for reporting purposes. The ETS will also accept orders for score reports over the phone. You will need to know your registration number, test date, DOB, institution codes, department code, and credit card information. It costs about \$10 per call, plus \$13 per institution receiving the reports. You can request up to six reports per call. It is a little expensive but can save you a week or two. The phone number is (888) 473-7267 in the US and (609) 771-7290 from elsewhere. Most undergraduate institutions will not honor transcript requests over the phone or Internet; they require your signature on the request. You will need to request by mail or fax.

6-3. Establishing a Point of Contact. Early on, you should contact the school POC listed in Appendix C and ensure they know who you are and that your application is pending. You should also contact the department POC on the Approved Schools List. It is very important you ensure they understand that you are an FAO and, if necessary, explain FAO educational requirements and constraints. Remember: FAO is only one of many Army users of ACS. Do not assume they will know you are an FAO because you are an Army officer.

6-4. Financial aid. Under the ACS program, you cannot accept grants paid directly to you [AR 621-1, 3 lc.]; however, you can apply for fellowships which will reduce tuition charged to the Army. The more you can get tuition reduced, the better it will be when it is time to apply to HRC.

6-5. Managing the packet. Schools differ in how they manage your packet. Some will allow you to send in things piecemeal, as you get them, and build your packet for you. Others will require you to assemble everything, including letters of recommendation and transcripts in sealed envelopes, and then submit it all at once. If you cannot get everything by the deadline, send what you can (and send photocopies of transcripts, etc., if you do not have originals), with a cover letter explaining the deficiencies. Most schools will accept this and will allow you to send some things late. A sample cover letter for an incomplete or late admissions packet is at Appendix D-3.

6-6. Getting your answer. Ask for an early decision from the school, if necessary, when you apply. Some schools do not mail decisions until 1 April , which can cause you problems with getting your packet to HRC in a timely manner. It can also cause a conflict with other schools that mail out admissions notices earlier, as they may expect an answer back from you as early as 15 April. If you wait until 1 April to hear from one school, you may be unable to answer the other on time, because you will still have to spend weeks reconciling your letters of acceptance with Army requirements. Ask for an early decision, explaining that you are applying under the auspices of the FAO program and will have to wrestle with a time-consuming bureaucracy. Failing that, you can always ask the schools who answer early to allow you to postpone your acceptance decision.

6-7 Recommendations. The most time-consuming items to get will likely be letters of recommendation. Most schools say they prefer recommendations from your former professors; however, they know that if you have been out of school for a while this is difficult and will accept them from other sources, such as present or former commanders. The FAO Coordinator at DLI will write a letter of recommendation if required. Remember the audience: You are probably addressing someone

with no military experience. You must establish your credentials as a solid student, rather than a solid soldier. Examples of draft letters of recommendation from former commanders are at appendices D-10, D-11, and D-12. Do not get letters of recommendation until after you get the application packets from the schools to which you plan to apply, unless you are prepared to have to do it twice. Many schools have recommendation forms and may require the form and/or a letter be sent back to you in a sealed envelope with the signature of the person making the recommendation across the seal/ In addition to letters of recommendation, some schools require a foreign language evaluation. The instructors at DLI will readily do these. An example is at Appendix D-13.

7. After You Are Accepted

7-1. The acceptance letter

7-2. State-supported schools

7-3. Private schools

7-4 To whom to talk

7-5. Deferments

8. Applying to HRC

8-1. Building your packet

8-2. Submitting your packet

8-3 The approval process

9. Other Points

9-1. Reimbursement

9-2. Other funding

9-3 Language requirements

10. Key Points

- **FAO ACS is a degree, not a pedigree program.**
- **Follow instructions and ensure you submit a complete packet to HRC at least six months prior to desired start date.**
- **Ensure you are happy with all the schools on your DA1618-R! No one is assured his/her first choice. Either way, FAO ACS is a win-win situation for the officer and the Army.**
- **Reach for the stars. This is a great opportunity, so maximize it. Just because your graduate record is less than stellar, don't sell yourself short. Universities that know our program value having our officers on board. Get into the very best program you can.**
- **Do your best, and enjoy the experience.**
- **Give your Proponent feedback on the program you attend.**

App. A, Suggested Timeline

Item	From	To	Planned	Susp	Rec'd	Remarks
Take GRE	Me	ED Center	ASAP			
Get applications	Grad school	Me	D-365	1 Sep		
Personal copy of GRE	ETS	Me	D-335	1 Oct		
Personal Copies of Transcripts	Undergrad	Me	D-335	1 Oct		
Draft Resume	Me		D-335	1 Oct		
Draft statement of purpose	Me		D-335	1 Oct		
Draft Recommendations	Me	Recommenders	D-315	15 Oct		
GRE to schools	ETS	Grad School	D-285	15 Nov		
Transcripts to schools	Undergrad	Grad School	D-285	15 Nov		
Application Packets	Me	Grad School	D-285	15 Nov		
Recommendations	Recommenders	Grad School	D-285	15 Nov		

Acceptance	Grad School	Me	D-154	1 Apr		
Redo Acceptance letter/financial letter	Me	Grad School	D-152	3 Apr		
Signed acceptance letter/financial letter	Grad School	Me	D-140	15 Apr		
Packet to HRC	Me	HRC	D-130	25 Apr		
RFO from FAO training manager	HRC	Me	D-105	15 May		
Answer to Schools	Me	Grad School	D-105	15 May		
Begin school				1 Sep		

A-1

App B, POC List

FAO Proponent Division

The FAO Proponent Division, ODCSOPS

ATTN: DAMO-SSF, Rm 3A480

The Pentagon

Washington, DC 20310-0400

Fax: (703) 693-2198 / DSN 223-2198

Role: Establishes FAO-Specific ACS rules, approves exceptions to policy.

COL Peter C. Brigham

Division Chief, DAMO-SSF

(703) 692-7371 / DSN 222-7371

Email: peterbrigham@hqda.army.mil

LTC Raymond C. Hodgkins

48C/E Regional Manager

COMM (703) 693-2198 / DSN 223-2198

Email: raymond.hodgkins@hqda.army.mil

LTC Christopher Brown

48G/J Regional Manager

COMM (703) 614-3027 / DSN 224-3027

Email: christopher.brown@hqda.army.mil

LTC Kim Anglesy

48B Regional Manager

COMM (703) 692-6913 / DSN 222-6913

Email: kim.anglesy@hqda.army.mil

LTC Vasilios Fotopulos

48D/F/H/I Regional Manager
COMM (703) 614-3026 / DSN 224-3026
Email: vasilios.fotopulos@hqda.army.mil

Ms. Pat Jones

FAP/SON/PEP Budgets
COMM (703) 614-2905 / DSN 224-2905
Email: patricia.jones@hqda.army.mil

FAO Assignments Team

U.S. Army Human Resources Command (HRC)
ATTN: TAPC-OPB-A (FAO Management)
200 Stovall Road
Alexandria, VA 22332-0411
Fax: (703) 325-6374 / DSN 221-6374
Role: POC for "packet", schedules training, cuts RFO.

Ms. Frances Ware

Accessions/Training 48B,C,F,H & I
COMM (703) 325-3135 / DSN 221-3135
Email: waref&huffman.army.mil

Ms. Aundra Brown

Accessions/Training 48D,E,G & J
COMM (703) 325-3121 / DSN 221-3121
Email: BrownA@hoffman.army.mil

Functional Area Development Branch**CPT Maria Showalter**

Chief, Advanced Civil Schooling
(703) 325-3141
pattie.showalter@hoffman.army.mil
Role: Oversight of ACS program.

FOR DLI TRANSCRIPTS

Directorate for Academic Administration
Academic Records Division
Defense Language Institute
Foreign Language Center
Persidio of Monterey, CA 93944-5006

App. D-1. Statement of Purpose

Statement of Purpose

NAME

I earned a BA in Political Science, Magna cum Laude, from North Carolina State University in December of 1988. My emphasis was on the Soviet union, which was the primary focus of our national security at that time. While an undergraduate, I was named the George C. Marshall Leadership Award winner for my ROTC program in 1987, and attended the national security seminar at the Virginia Military Institute under the auspices of that program. I was designated a Foreign Area Officer specialising in Russia by the US Army in 1994. As a Foreign Area Officer, I am enrolled in the intensive, one-year Russian program at the Defense Language Institute. I have lived and worked in international settings my whole life; growing up, I lived in the Federal Republic of Germany and the Republic of Korea (where I graduated high school in 1980). As a soldier, I served again in Korea, and as an officer, again in Germany. I have attended planning conferences in the United Arab Emirates, and served as the liaison and guide for a company of 120 German paratroopers for a week in Washington, DC. I have trained with English, German, Canadian and French soldiers, and was involved with the planning for the recently concluded military exercise in Central Asia, which was the first joint military exercise ever between US and CIS forces.

During graduate school, I plan to focus on five areas. They are:

- 1. Understanding post-socialist foreign policy.** Russian foreign policy will continue to have huge implications for US security and foreign policy. Russia remains a major political and diplomatic player, as evidenced by their role in the recent events in Iraq. It is critical to understand their viewpoint on issues such as the expansion of NATO and security in Central and Eastern Europe and Asia.
- 2. Expanding my knowledge of economics.** Perhaps no issue is more critical to the successful evolution of democracy in Russia than economic reform and the transition to a market economy. A sound knowledge of economics will enable me to understand more fully the processes Russia is undergoing.
- 3. Understanding the cultural context of Russian decision making.** History, literature, and culture colour everything about Russia, including their perception of the role of military in society. Understanding Russian culture is vital to understanding virtually everything about the relationship between our two countries.

4. Building my language proficiency. I studied the Russian language as an undergraduate 11 years ago, and am currently midway through the one-year course of instruction at the Defense Foreign Language Institute in Monterey, California. I am maintaining a 4.0 GPA in this demanding program, and hope to leave here proficient enough to conduct research using primary sources in Russian.

5. Developing my research skills. In graduate school, I will avail myself of all sources of information, becoming familiar with the current schools of thought, surveying the arguments, which shape decision making in the post Cold War world, and utilising primary sources to expand my knowledge and problem solving skills.

App. D-1, Statement of Purpose

As a career soldier and foreign Area Officer specialising in Russia, I hope to serve in the office of the national defense attaché in Moscow. After completing graduate school, I can contribute to national security with an enhanced understanding of the many facets of the relationship between the United States and Russia. The demise of the bipolar world, and all the attendant security implications, makes it imperative that the future military leadership have a working knowledge of not only the military capabilities of a given nation, but also the cultural, religious, economic, industrial, and political factors that shape it. A broadening of perspective, rather than diluting military expertise, enhances the utility of today's soldier by expanding his knowledge of all the factors which impact security.

Our once ally, then enemy, is perhaps the largest enigma and challenge for our foreign policy. The demise of the vast Soviet empire, and the turbulence it has spawned (witness the turmoil in the former Yugoslavia, which many feared would be a microcosm of events in all the central and eastern Europe.), present a significant challenge to everyone involved in the national security and foreign affairs. I began my service in a military which saw a monolithic, if perhaps overstated, threat and a clear direction for our forces. That clarity has degenerated into uncertainty about the future, but one thing remains certain: Russia will continue to be a major player on the world stage. Evidence of this is the way it recently flexed its political and diplomatic muscle at the latest dustup in Iraq.

The push towards a market economy, resurgent nationalism, and former apparatchiks who cling to power in the provinces are all internal forces which roil the country. The partnership for peace, expansion of NATO, and the evolution of the Russian army into a professional military within the framework of democracy are all critical questions which will impact American security for years or decades to come. I hope to access the finest minds available and gain a breadth and depth of knowledge of US-Russian relations. With that knowledge, I can help formulate the policies needed for the future and intelligently execute the decisions of the United States foreign policy makers. The easy sureties of the bipolar world are no longer relevant. What will take their place is the fascinating puzzle in which I will participate as a Foreign Area Officer.

DEPARTMENT OF THE ARMY
Company D, 229th Military Intelligence Battalion
Defense Language Institute Foreign Language Centre and Presidio of Monterey
Presidio of Monterey, California 93944-3012

ATFL-MIB-D

17 Nov 2000

MEMORANDUM For whom it may concern

SUBJECT: Statement of Purpose

I am applying to the Indiana University's Department of the West European Studies for one reason; based on personal research, interviews with faculty at the Defense Language Institute's University Fair, and recommendations from fellow officers who are familiar with the University's programs and surroundings, the Masters program here affords me the best opportunity to meet my professional goals and personal needs. Specifically, the West European Studies Masters program allows me the most flexibility in forging a path of study most supportive to my professional requirements. This coupled with a family oriented setting in Bloomington allows my family to enjoy the enriching opportunities of the area while I am exacting the most from my studies.

I am an US Army Foreign Are Officer (FAO) currently studying German and Spanish at the Defense Language Institute in Monterey, California, and will, upon graduation, conduct a one-year training tour in Germany and Western Europe. As a FAO I am expected to become, through a combination of regional studies and university work, and expert concerning European affairs. My ultimate goal in this branch of Army service is to serve the United States of America and the Ambassador of West European nation as a defense attaché. Earning a quality Master's Degree will complete my initial training as a FAO and enable me as a junior FAO to compete for the privilege of someday being a defense attaché. My past undergraduate, military, and independent studies of US and European history, economics, and politics will serve as the primary foundation for attaining my goal. My time spent in Germany and Western Europe as a soldier and traveler combined with my jobs in leadership roles as a platoon leader and company commander and in administration as a company executive officer, and as a staff operations planning officer provide the necessary experience base on which to build. My contacts and work with members of the British, French, German, Russian, and

Dutch militaries as well as family friends and acquaintances in Germany and the Netherlands further enhance my experiences and adds to my future credibility.

As a defense attaché I would represent the Secretary of Defense, the Chairman of the Joint Chiefs of Staff and the combined US forces abroad. I would be a critical component in advising the Ambassador on numerous military issues specific that nation's military from readiness to capabilities--from its growing role in NATO to its evolving role in the new Euro Corps. My responsibilities would also include reporting on the nation's and regional political-military activities. I am expected to become an excellent linguist (currently I have working knowledge (reading, speaking and listening) in German), and a European affairs expert and political-military specialist.

With these goals in mind it is important for me to earn a quality education that will best prepare me for future assignments as a Foreign Area Officer. I am confident I can accomplish this goal at the Indiana University's Department of West European Studies.

Foreign Area Officer

App. D-2, Resume

Resume

Name

Work Experience

*1996-97 - Captain, US Army. Logistics and Supply Officer (S4) for 504th Parachute Infantry Regiment (PIR), 82nd Airborne Division, Ft. Bragg, NC. Responsible for all aspects of logistics, including transportation, rations, fuel, ammunition, and supplies, in support of training and operations for task force of over 3000 paratroopers.

*1995-96 - Captain, US Army. Commander, Headquarters and Headquarters Company (HHC), 1st Battalion (Bn), 504th PIR, Ft. Bragg, NC. Commander of more than 200 paratroopers with varied and complex missions, including medical support, transportation, reconnaissance, and command and control. Responsible for their training, morale, and welfare on a daily basis. Accountable for over \$1,200,000 worth of equipment, including over 1000 weapons and other highly sensitive items and a fleet of over 50 vehicles.

*1994-95 - Captain, US Army. Commander, Bravo Company, 1st Bn, 504th PIR. Commander of 130 airborne infantrymen, with the mission to be ready for combat within two hours of notification. Responsible for their training, morale, and welfare on a daily basis. Accountable for over \$500,000 worth of equipment, including over 500 weapons and other highly sensitive items.

*1994 - Captain, US Army. Assistant Operations Officer, 1st Bn, 504th PIR. Assisted in establishing training plans and controlling and controlling operations for an airborne infantry battalion of over 700 paratroopers.

*1991-93 - 1st Lieutenant, US Army. Executive Officer, HHC, 1st Bn, 15th Infantry Regiment. Second in command of over 300 soldiers with diverse and complex missions, including transportation, maintenance, medical support, and command and control.

*1990-91 - 2nd Lieutenant, US Army. Support Platoon Leader, 1st Bn, 15th In. Led Platoon consisting of over 50 soldiers and over 30 vehicles. Responsible for the day to day operations of the platoon and for the supply and transportation of the battalion.

*1990 - 2nd Lieutenant, US Army. Platoon Leader, D Co. 1st Bn, 15th In. Platoon leader of Bradley fighting vehicle equipped infantry platoon of over 30 men and 4 Bradley IFVs. Responsible for the training, safety, combat readiness, morale, and welfare of the platoon.

Civilian and Military Education

- *Jun 1997 to PRESENT - Basic Russian Course, Defense Language Institute (4.0 GPA on a 4pt. scale)
- *1997 - Combined Arms and Services Staff School
- *1994 - Jumpmaster Course, US Army Advanced Airborne School
- *1993 - Various military schools, including US Air Force Firepower Control Course (Distinguished Graduate), US Army Field Artillery Officer's Advanced Course, and US Army Infantry Officer's Advanced Course (Commandant's List)
- *1989 - Various military schools, including Bradley Fighting Vehicle Commander's Course, Infantry Mortar Leader's Course, US Army Ranger School, and US Army Infantry Officer's Basic Course (Honor Graduate)
- *Dec, 1988 - Graduated *Magna cum Laude* from North Carolina State University with BA in Political Science; on Dean's List 4 consecutive semesters.
- *1988 - US Army Airborne School
- *1987 - US Army Air Assault School
- *1986-88 - Attended North Carolina State University on full Army scholarship
- *1983 - Primary Leadership Development Course, NCO Academy (Distinguished Honor Graduate)
- *1982 - US Army Air Traffic Control Tower Operator Course
- *1982 - US Army Basic Training (Honor Graduate)
- *1982 - Completed course work for AA degree at age 17, Mt. Wachusett CC, Ft. Devens, Ma; received degree in 1983
- *1980 - Graduated high school at age 15 in Seoul, Korea

App. D-2, Resume

Extracurricular Activities

- *1996 - Branch finalist for Olmsted Fellowship. Based on academic and military potential; 3 awarded each year.
- *1988 - Winner of George C. Marshall leadership award. Attended national security seminar at Virginia Military Institute; signatory of panel discussion, "Changes in Soviet Foreign Policy."
- *1988 - Named Distinguished Military Graduate of Army ROTC program.
- *1987-88 - Cadet Battalion Commander. Top cadet of over 350 in Army ROTC program; organised and resourced training for cadets, freshman through senior year; oversaw fundraising events, such as 10k run and raffle.
- *1986-88 - Member of NCSU intercollegiate Ranger Challenge team.

International Expertise

- *1997 - Participated in planning for operations in Kazakhstan with multinational forces.
- *1996 - Participated in 5-day planning conference in Vicenza, Italy.
- *1994 - Conducted two 4-day planning conferences on site in Abu Dhabi, United Arab Emirates as senior representative of my Brigade.
- *1994 - Participated in airborne operations in Canada.
- *1994 - Served as host of German Company of 130 men in Washington, DC for 1 week.
- *1994 - Participated in aborted airborne invasion of Haiti.
- *1990-93 - Served as officer in Federal Republic of Germany. Participated in joint training exercises with British and West German Soldiers.
- *1989, 1993 - Attended US Army Infantry school with international officers from Egypt Bangladesh, Lesotho, Jordan, Uruguay, and various other countries.
- *1984-85 - Served as soldier in Republic of Korea. Participated in numerous training exercises with Republic of Korea Forces.
- *1978-80 - Lived in Republic of Korea as military dependent, graduating high school in Seoul.
- *1971-73 - Lived in Federal Republic of Germany as military dependent.

Resume Example

Objective:

Acceptance to Indiana University's Department of West European Studies and the opportunity to earn a Masters Degree in West European Studies.

Summary of Qualifications:

Over 8 years experience as a US Army officer leading and training soldiers for combat, reconnaissance and intelligence gathering, and logistical support missions. This includes managing and supervising military budgets, maintenance, and logistical operations. It also entails counselling, guiding, and promoting soldiers and their families as well as administering judicial action against the soldiers. My experience also includes over 3 years living in Germany as a US Army officer with professional, historical and cultural travels to 9 European nations and over 9 major European cities. Special skills include use of Microsoft Office computer programs, working knowledge of the German language, and an expert in hand-to-hand combat. Commended numerous times for excellence in leadership and teamwork.

Military Work Experience:

Plans and Operations Officer, Captain, US Army. Regimental Support Squadron, 2nd Armored Cavalry Regiment, Fort Polk, LA, May-Nov 1999

- Principal planner for the squadron's contingency operations and training plans for six cavalry support troops consisting of over 800 soldiers. Controlled and monitored all movements and activities of the units conducting varied support missions, and managed the Squadron's security personnel and assets.

Troop Commander, Captain US Army. Headquarters and Headquarters Troop, 1st Squadron, 2nd Armored Cavalry Regiment, Fort Polk, LA, Oct 1997- Apr 1999

- Commanded more than 160 soldiers with varied and complex support jobs: including medical, ammunition, fuel, maintenance, food service, and general supply,

as well as a squadron headquarters section. Trained the soldiers, and oversaw their morale, and welfare on a daily basis; accountable for over \$12 million worth of equipment, including over 200 rifles and machine guns, and a fleet of over 120 vehicles and trailers.

- Trained squadron scout platoons and leaders in reconnaissance and intelligence collecting techniques.

Material Management Officer, Captain, US Army. Regimental Support Squadron, 2nd Armored Cavalry Regiment, Fort Polk, LA, Jan-Sep 1997

- Maintenance manager for over 2600 vehicles and power generation equipment. Co-ordinated the acquisition and delivery of critical repair parts from local vendors, government contractors and inventory control point.

Executive Officer, 1st Lieutenant, US Army. B company, 299th Forward Support Battalion, 1st Infantry Division, Schweinfurt, Germany, Apr 1995- Jun 1996

- Second in command of over 300 soldiers providing support maintenance and repair parts distribution to other units in a brigade of. Assisted the Commander in the maintenance and management of more than 180 vehicles and pieces of power generation equipment. Co-ordinated the force protection training and oversaw the health and welfare of the unit's soldiers.

Battalion Motor Officer, 1st Lieutenant, US Army. Headquarters and Headquarters Company, 1st Battalion 15th Infantry Regiment, 3rd Infantry Division, Schweinfurt, Germany Aug 1994- Mar 1995

- Oversaw and co-ordinated the maintenance of 58 tracked combat vehicles (M2A2 Bradley Fighting Vehicle) and 140 additional tracked and wheeled support vehicles. Supervised the battalion's maintenance policies, programs, and directives. Monitored the management of maintenance funds for the purchasing and issuing of repair parts. Supervised the training and oversaw the health and welfare of 87 mechanics.

Executive Officer, 1st Lieutenant, US Army. C Company, 5th Battalion 502nd Infantry Regiment, Berlin, Germany, May- Jul 1994

- Second in command of a company of 140 soldiers deployed to the city of Berlin. Directed the maintenance and administrative functions of the company while co-ordinating all logistical support for training and deployments.
- Participated in the deactivation of the last of the allied forces occupying the city of Berlin and the allied celebrations for leaving the city.

Platoon Leader, 2nd Lieutenant, US Army. C Company, 5th Battalion 502nd Infantry Regiment, Berlin Germany, Apr 1993- Apr 1994

- Commanded 37 soldiers in a light infantry platoon deployed to the city of Berlin. Trained and lead soldiers in combat marksmanship and field maneuver tactics. Ensured safety, health and welfare of the soldiers and their families.
- Trained and prepared the platoon to conduct and aggressive insertion into the main airport in the city of Sarajevo, Bosnia during the height of the nation's civil war with Yugoslavia.
- Trained and prepared the platoon extensively in urban warfare skills as well as peace keeping operations.

Civilian and Military Education

Spanish Language (degree in progress) will complete 45 semester units of study, Defense Language Institute Foreign Language Centre, Presidio of Monterey, Ca, Nov 200- Jun 2001

German Language Diploma, Defense Language Institute Foreign Language Center, Presidio of Monterey, Ca, Jan-Sep 2000

- GPA 3.2 (on a 4.0 scale), earned 45 credits

Diploma, Combined Arms and Services Staff School, United States Army Command and General Staff College, Fort Leavenworth, Ks, Sep- Oct 1999

Diploma, Cavalry Leaders Course, US Army Armor Centre, Fort Knox, KY, Jul- Aug 1998

Diploma, Combined Logistics Officer Advanced Course, United States Army Logistics Management College, Fort Lee, VA, Jul- Dec 1996

- Commandant's List, ranked 6th of 98 officers

Diploma, Airborne Course, United States Army Infantry School, Fort Benning, GA, Aug 1992

Diploma, Infantry Officer Basic Course, United States Army Infantry School, Fort Benning, GA, Aug- Dec 1992

Diploma, US Army Basic Training, Company D, 4th Battalion, 26th Infantry Regiment, 3rd Basic Training Brigade, Fort Dix, NJ, May- Jul 1989

Bachelor of Science, Secondary Education, College of Education, Pennsylvania State University, University Park, PA, May 1992

- GPA 3.11 (on a 4.0 scale), earned 158 credits, 4 times on Dean's List

- One semester student teaching, 15 credits

United States Army Commission, Army ROTC

- Commissioned Second Lieutenant, Infantry

International Experiences

Over 3 years experience living in Berlin and Schweinfurt Germany as a US Army officer. Professional travels in Europe include battle study visits to: World War II's Operation Market Garden in Amhem, Neijmegen, Groosebeek, and Oosterbeek Holland; World War II's Battle of the Bulge in St. Lo, St. Vith, Malmedy, and Trois Points Belgium, as well as Prum Germany; and lastly the Napoleonic battlefields of Jena and Auerstadt Germany. Historical and cultural travels throughout Germany and Europe include visits to Innsbruck Austria; Prague, Czech Republic; Amsterdam, Holland; Kolnn, Dresden, the walled city Rothenburg, Nurnberg, Frankfurt am Oder, Schwerin Germany; Barcelona Spain; Antwerp Belgium; London, England; and the Polish countryside across the Oder River. I have also visited the Concentration Camps of Buchenwald, Ravensbruck, and Sachsenhausen. My international experiences outside of Europe include trips to the island of Roatan Honduras; the coastal Mayan City ruins of Tulum, Mexico; Cozumel and Playa del Carmen, Mexico; Quebec and Newfoundland Canada.

Accreditations

Instructional Certificate, Social Studies, Commonwealth of Pennsylvania (Pennsylvania State University), May 1992

Interests and Activities

Black belt, Tae Kwon Do, July 1999

Languages

Working knowledge of German (reading, speaking, listening)

Basic knowledge of Spanish (reading, speaking, listening)

Special Military Awards Received

Order of St. George, excellence in cavalry leadership and teamwork, Aug 1999

Order of the Spur, excellence in cavalry skills and teamwork, Nov 1997

Expert Infantryman's Badge, excellence in infantry skills, May 1994

App. D-3. Cover letter for incomplete/late admissions packet

Name
Address
Phone
E-mail

June 8, 1998

Office of Admissions
Great Big University
Medford, MA 02155-7082

Gentlemen:

Enclosed is my application for the fall term of academic year 98-99. While I am not applying for financial aid, I would like to clarify some points. I will be attending (if accepted) under the auspices of the US Army Foreign Area Officer program. I have enclosed a letter from the Army explaining funding for the program, as well as a sample document prepared by Stanford University.

In brief, I will not be able to accept financial aid or fellowships in my name while enrolled. Only a reduction of tuition is acceptable to the Army. I hope that the financial constraints of the program will not negatively impact my application.

My application packet has some deficiencies in format, which I would like to address.

1. One of my recommender failed to sign across the seal of the envelope. I assume that all inside the envelope is in order.
2. I have included a copy of my GRE scores; official scores from ETS should be forthcoming.
3. I have included a copy of my latest grade report from the Defense Foreign language Institute. I am currently enrolled and expect to graduate in June 1998. Since they are not a civilian college or university, I was unclear on the requirement for transcripts.

4. I am unable to send transcripts from one of the schools I attended, Mt. Wachusett Community College, due to technical problems on their end. I will forward the transcripts as soon as possible.

Thank you for your consideration.

Sincerely,

Name

D-3-1

App. D-4, Request for deferment of admission

John Q. Public
CPT. US Army
000 Your Road
Seaside, CA 93955
(408) 393-0000

January 21, 1998

Yale Graduate School
Office of Dean Andrew M.T. Moore
New Haven, CT 06520-8323
(203) 432-7598

Dear Sir:

I have spent the last several days trying to get concrete answers from my superiors regarding my Yale application, and I am writing to convey my situation and request your advice and assistance. I have again been placed on the funding "stand-by" list for graduate school in academic year 98-99. This essentially puts me in the same situation I was in last year when, after being awarded a gracious fellowship; I was forced to defer my acceptance to Yale. The majority of the ninety available school slot which are allocated by the Army to the Foreign Area Officer Program each year are given to those officers returning from the in-country training phase of the program. Therefore, as a "stand-by", I will not be offered funding until late spring/early summer when those officers have returned from abroad, and after yearly promotions are announced. This being the case, I feel it would be inappropriate to apply for a Yale Fellowship. In all probability, I will not be able to attend Yale until the 1990-2000 academic year after I return from my in-country training, and I do not want to tie up money that could assist a deserving applicant.

Having explained my situation, I wish to first thank you and your office for the assistance and consideration you've given me, both this year and last, and to apologise for any inconvenience I've caused. Secondly, I wish to request your advice and assistance in preparing my application for the 1999-2000 academic year. The in-country training phase of our program is extremely intense and time-consuming, and therefore, I wish to position the completed packet with you before I depart overseas. I was informed that you have recently reviewed my application. If the packet is in good standing, and there is any way possible to get an exception to policy and defer it a second year I would truly appreciate it. If that is in no way possible, then I would request an application brochure for 1999-2000 be sent to me prior to April of this year. Additionally, I would request that any part of the existing application packet that can be carried over be identified so I do not unnecessarily regenerate documents and impose on senior officials and instructors for recommendations.

Attending the REES Yale Graduate Program is one of my highest priorities and I was as honoured as I was happy when I was originally accepted. I ask again for your patience and understanding in this matter.

Thank you again for your time and effort.

Sincerely,

John Q. Public
Captain, US Army

D-4-1

App. D-5, E-mail explaining Army requirements to a state-supported school

Subj: YName-Fall Admission
Date: 98-03-22 23:11:31 EST
From: YName
To: wolf5@osu.edu

Ms. Masing-Delic;

I received notification yesterday that I have been admitted to the MA program in Slavic and East European Studies at Ohio State beginning this August. I am pleased and excited to gain admission. If I can get concurrence from the Army, I will be attending under the auspices of the US Army Foreign Area Officer program. In order to submit my application to the Army, I must have a letter of acceptance that contains the following information:

1. Registration date.
2. Date school begins.
3. Date degree will be completed.
4. Whether I meet resident tuition criteria.
5. Cost per academic session (semester or quarter, including summer sessions)
6. Prerequisite undergraduate courses I need prior to enrolment.

With regard to #s 4 and 5 above, the Army requires that I submit to them a University that will charge resident tuition to active duty Army officers who attend under the fully-funded program-I believe this to be the case at Ohio State, and it will smooth things greatly with my application to the Army if it is true.

With regard to #3 above, the Army requires that I attend full time and non stop, including summers, and complete the degree in no more than 4 semesters, i.e.: fall 98, spring, summer, and fall 99. Is this possible? If so, could I complete the program in Dec 1999?

I was unsure to whom I should turn with these questions. I hope you can help me or refer me to someone who can. I would like to submit my paperwork to the Army as soon as possible; as you probably know, it sometimes takes the bureaucracy a while to decide things, and I will need to move my family before school begins.

Thank you for your time.

Your Name

D-5-1

App. D-6, Letter of Acceptance from a state supported school

March 16, 1998

Your Name

Address

CPT You:

I am delighted to inform you that the International Studies Graduate Committee of the Department of Government and International Studies has recommended to the Dean of the Graduate School that you be admitted into the MA program in International Studies. Congratulations!

As a Foreign Area Officer, you may find the following information helpful:

Registration: All first year students register when they arrive on campus, after being advised by me. Students should arrive not later than 10 August 1998.

Starting date: Classes start on 20 August 1998

Expected graduation date: It is possible to finish the program in 4 academic semesters, including one summer session. Expect to finish after the fall semester of 1999-2000, by 29 December 1999.

Residency and tuition costs: Army officers attending under the fully funded program are offered resident status and in-state tuition after they register if they reside in South Carolina.

In-state tuition for school year 1998-1999 is \$1862 per semester. Summer sessions cost the same if the student attends full-time (12 semester hours). Expect the cost to rise slightly for the 1999-2000 school year. Out of state tuition is \$3817 per semester for 1998-99.

Prerequisites: You will need to meet no other prerequisites prior to admission.

If you have any questions, you may contact me by phone at (803) 777-7363, or by e-mail at love@garnet.cla.sc.edu. My assistant, Ms. Virginia Rucker, may be reached at (803) 777-3109.

Sincerely,

Janice Love, Associate Professor and
Graduate Director of International Studies

D-6-1

App. D-7, Letter explaining army requirements to a private school

Name
Address
Phone
E-mail

June 8, 1998

Ms. Lisa Lee
Director of Admissions
Admissions Office
The Paul H. Nitze School of Advanced International Studies
1740 Massachusetts Ave. NW
Washington, DC 20036-1984

Ms. Lee:

I received notification today that I have been admitted to the MA program at the Paul H. Nitze School of Advanced International Studies beginning this September, and I am pleased and excited to gain admission. Unfortunately, I will be unable to attend the open house in April, as I am still studying Russian at the Defense Foreign Language Institute in Monterey, CA.

If I can get concurrence from the Army, I will be attending SAIS under the auspices of the Foreign Area Officer Program. In order to submit my application to the Army, I must have a letter of acceptance that contains the following information:

1. Registration date.
2. Date school begins.
3. Date degree will be completed.

4. Whether I meet resident tuition criteria.
5. Cost per academic session (semester or quarter, including summer sessions)
6. Prerequisite undergraduate courses I need prior to entry.

With regard to #3 above, the Army requires that I attend full time and non stop, including summers, and complete the degree in no more than 4 semesters, i.e.: fall 98, spring, summer, and fall 99. Is this possible? If so, could I complete the program in Dec 1999?

With regard to #5 above, the Army is willing to pay only \$14,500 per fiscal year. I have been in contact with the bureaucracy in Washington, and the specifics that need to be addressed are somewhat convoluted. The crux of the issue is that the Army provides funding by fiscal year; the standard academic year straddles two fiscal years. For this reason, I need to provide to the Army tuition costs by semester and/or quarter, or in some fashion which allows them to contract by fiscal year. I have had faxed to me several examples which were judged satisfactory by the approval authority at Army headquarters; one of them, in fact, is from SAIS in May of 1997. I can fax them to you or, even better, draft a letter for your signature and e-mail or fax it for review once I have the information above.

I was unsure to whom I should turn with these questions. I hope you can help me or refer me to someone who can. I would like to submit my paperwork to the Army as soon as possible; as you probably know, it sometimes takes the bureaucracy a while to decide things, and I will need to move my family before school begins.

Sincerely,

Name

D-7-1

App. D-8, Letter of acceptance from a private school

March 16, 1998

Name

Address

CPT You:

By now you have received a letter from the Admissions Office of Harvard's Graduate School of Arts and Sciences formally offering you admission to the master's degree program in Regional Studies: Russia, Eastern Europe, and Central Asia (REECA). On behalf of the Davis Center for Russian Studies, which administers the program, please accept our warm congratulations.

As a Foreign Area Officer, you may find the following information helpful:

Registration: Registration day is Monday 14 September 1998

Starting date: Classes start on Wednesday, 16 September 1998

Expected graduation date: Since FAOs engage in advanced training at the Marshall Center and the DLI, the committee has agreed to award FAOs the AM degree after 3 semesters, accommodating the 18 month Army schedule. There are no graduate level course offerings during the summer, although you may be able to pursue Ukrainian or another non-Russian Slavic language. Summers are generally used for thesis research; the thesis counts as two

half-courses. You can expect to graduate after the fall semester of academic year 1999-2000 and after your written finals, not later than 30 January 2000.

Residency and tuition costs: Harvard University does not offer resident tuition. Tuition costs are addressed under separate cover.

Prerequisites: You will need to meet no other prerequisites prior to admission.

If you have any questions, you may contact me by phone at (617) 495-1194, or by e-mail at griesenb@fas.harvard.edu.

Sincerely,

Donna Griesenbeck
Program Administrator

D-8-1

App. D-9, Letter of support from a private school

Great Big University
Office of Admissions and Financial Aid
Graduate School of Arts and Sciences
Town, ST 02138-3654

March 12, 1998

Department of the Army
US Army Personnel Command
Developmental Branch
Alexandria, VA 22332-0411
ATTN: Ms. Allison Marquardt, Budget Officer

Ms. Marquardt:

The Graduate School of Arts and Sciences of Great Big University has offered admission to CPT Your Name. The program in which he will enroll requires 3 semesters to complete, but does not offer graduate level courses in the summer; therefore, we will bill for two semesters per academic year, at a cost to the Army of \$7250 per semester. This is the proposed schedule of payments:

<u>Semester</u>	<u>Tuition</u>	<u>Great Big Grant</u>	<u>Charge to US Army</u>
Fall, 1998	\$11,294	\$4044	\$7250 FY 1998 total from US Army-\$7250
Spring, 1999	\$11,294	\$4044	\$7250

Fall, 1999 \$11,294 \$4044 \$7250
FY 199 total from US Army-\$14,500

The amount charged to the US Army for fiscal year 1998 is based on the annual maximum allowed under the advanced civil schooling program, \$14,500. We anticipate that if the cap should be raised, this agreement will be amended to reflect the higher cap for fiscal year 1999.

If you have any questions about this proposal, please contact Ms. Lisa Secretary at (617) 495-0000

Sincerely,

Elizabeth R. Herkes
Admissions and Financial Aid Officer

D-9-1

App. D-10, Letter of recommendation #1

DEPARTMENT OF THE ARMY

Letterhead

XX November, 1997

Name
Address
Address

Gentlemen;

I recommend strongly Captain Your Name for admission into the (name of program) program at (name of university). Captain Name served in my command for two years in positions of authority and great responsibility.

Captain Name served as both an operations officer, responsible for planning and co-ordinating complex tasks, and as a company commander, the single most important leadership position in the US Army. Your name served with such skill and distinction that he was selected for the unprecedented honor of a second company command. His maturity, judgement, and character mark him as a gifted officer with unlimited potential.

Captain Name's academic credentials reflect his keen intellect and potential for success in the program at (university). I have never met an officer as comfortable with both the practical and intuitive nature of his profession.

I have been an associate professor at the United States Military Academy at West Point, and recognise in Your Name every indication of future academic and professional success. I give him my highest recommendation.

Sincerely,

Big Guy
Colonel, US Army
Brigade Commander

D-10-1

App. D-10, Letter of recommendation #2

DEPARTMENT OF THE ARMY

Letterhead

XX November, 1997

Name
Address
Address

Gentlemen;

I recommend strongly that you accept Captain Your Name into the (name of program) program at (name of university). As the commander of the brigade in which Captain Name commanded a company of over 200 paratroopers, and more recently served as chief of logistics for over 3000 men, I have observed him closely, and he has consistently impressed me as an exceptional leader, soldier, and scholar.

Captain Name is a truly outstanding young officer who has all the qualities one could possibly want in a Masters candidate at (name of university). He is exceptionally bright, hard, working, and organised, and possesses a mind both analytical and flexible. He is also an inspirational leader, a mentally and physically tough paratrooper, and a soldier of exceptional capability and versatility. Equally comfortable in a foxhole or in a discussion of strategy and policy, Your Name is unquestionably one of our Army's future senior leaders. He is, in short, precisely the type of officer who should be chosen for the broadening and intellectual development provided by your program.

As his college transcripts, GRE scores, and officer efficiency reports reflect, Captain Name has excelled academically and militarily. He has consistently earned the recognition that is accorded to the very best. As an undergraduate, he graduated Magna cum Laude from North Carolina State University, and won the General George C. Marshall Leadership Award from his ROTC program. Since then, he has won honors from every military course he has attended, and compiled an exceptional record with the 3rd Infantry Division in Europe and with the 82nd Airborne Division at Fort Bragg, North Carolina.

Having earned a Ph.D. from Princeton University, I believe I have a sense of the attributes that an officer should have for selection for, and success as a Masters candidate. I know no officer who combines these attributes better than Captain Name. I cannot recommend him too highly.

Sincerely,

Other Big Guy
Colonel, US Army
Executive Officer to the
Chairman of the JCS

D-11-1

App. D-12, Letter of recommendation #3

ATFL-FAO

February 23, 1998

Monterey Institute of International Studies
School of International Policy Studies
ATTN: Dean Philip Morgan
425 Von Buren St
Monterey, CA 93940

Dear Dean Morgan:

I am writing to strongly support Captain John Q. Doe's application for admission into your Graduate School of International Policy Studies. As Director of the US Army Foreign Area Officer (FAO) Program, I am aware of Captain Doe's capabilities and qualifications. Due to his considerable experience in Southeast Asia and his strong record of academic achievement in the Army, I have the utmost confidence he will excel in your program.

The US Army Foreign Area Officer Program is the most prestigious, demanding, and expensive career track available to mid-level officers. Captain Doe was selected as a FAO based on an impeccable military record of performance and potential for much greater responsibility and achievement. He is currently enrolled in a year long intensive Vietnamese language course here at the Defense Language Institute. This is the first of a three phase training program which includes graduate level area studies for Southeast Asia and in-country training. When this training is complete, Captain Doe will serve as an advisor on Southeast Asian affairs to senior State Department and military personnel.

There is no doubt of Captain Doe's ability and motivation to succeed in graduate studies at any university. His proven past performance will ensure his successful completion of all degree requirements in an outstanding manner. His experience and maturity will enable him to bring a unique background to the classroom; he will prove to be a great asset to your program. I strongly urge your admission of Captain Doe into the School of International Policy Studies.

Sincerely,

Paul S. Gendrolis
Lieutenant Colonel, US Army
Director, Foreign Area Officer Program

D-12-1

App. D-13, Foreign Language Evaluation

Subject: Foreign Language Proficiency Evaluation for Captain John Doe

To Whom It May Concern:

Captain John Doe is a student of mine in the Russian Basic Course of the Defense Language Institute (DLI). As his primary instructor I have had daily contact with him since the start of his class in June of 1997 and am fully confident that he will graduate fully qualified to constructively use Russian in his studies at any graduate program. He will enter any graduate level Russian classes fully prepared, after completion of his studies here. He can easily and effectively apply his knowledge to conduct research in Russian, to engage in conversations with Russian experts, and to comprehend lectures in Russian.

Captain John Doe is a highly motivated and organized student who is meeting or exceeding all course expectations. He is maintaining a 3.0 GPA in what is considered one of the hardest languages taught at DLI. He has a serious approach to work and uses every opportunity to speak Russian and on many occasions has initiated and maintained a highly fruitful conversation in Russian. His dedication is exemplary. He is capable of performing work at the graduate level: he will have the listening, speaking, and reading and writing skills, to include the ancillary knowledge of grammar, a broad based active vocabulary. I am fully confident that he will graduate here exceeding the course expectations in several areas. In particular, Reading and Listening.

He has already completed seven months of a twelve month rigorous immersion type course, where he receives seven hours of instruction a day, as well as three hours of homework a night. This course is

considered equivalent to 45 units of instruction. Students at DLE are trained in their target language's basic course to achieve a level of proficiency to communicate effectively, although it is possible to be certified at a higher level than this. Please see the enclosure, where I have summarised the minimum and maximum exit skill level of any student of a DLI Basic Course and provided a course overview.

Please feel free to contact me if you have any questions or I may clarify anything.

Sincerely,

Ludmilla Stein
Assistant Professor of Russian

D-13-1

App. D-14, Letter establishing residency

June 8, 1998

John Doe
491 Hawthorne Apt. C
Monterey, CA 93940
(408) 647-0000
JDoe@aol.com

Office of the Registrar
1514 LSA Building
Ann Arbor, MI 48109-1382

Subject: Substantiation of Residency for John Doe Due to Continuous Active Military Service

Dear Admissions Evaluator,

1. **Purpose.** I am writing to verify my residency in Michigan. I am a Michigan resident who entered federal military service directly from Michigan in 1988 and have remained on active duty ever since, while claiming Michigan for tax purposes. Under American common law Michigan has to be my permanent domicile, as I maintain no ties to any of the other forty-nine states in the Union.

2. **General.** I am planning to attend the University of Michigan as part of my professional development program for the Army. Since entering the Army I have maintained family, friend and

business contacts in Michigan and will continue to reside full-time in Michigan after retiring from the Army.

a. As you may know, I have already been accepted by the Center for Russian & East European Studies (CREES), pending your verification of my residency (see enclosure 1). I am one of the few officers in the Army Foreign Area Officer program who has the chance to attend CREES, arguably the best the best Russian and Eastern European studies program in the country. I have this opportunity only because I am a Michigan resident. Other officers cannot, since the Army, by law, may only fund \$14,500 a year for advanced civil schooling (see enclosure 2). Also by law, I am not authorized to pay for my tuition myself or accept any scholarship. I deliberately did not apply for any reduced tuition since I am a Michigan resident. I did not want to compete and possibly take away such funds from a student who needs them.

b. My purpose in returning to Michigan is to study at the highest rated program in the country for Russian and East European studies. This will serve to develop me into a political-military analyst and regional expert as an Army Foreign Area Officer (see enclosure 3: Statement of Purpose) and subsequently allow me to apply these skills to re-establish myself as a professional in Michigan after federal service. I have remained and will continue to remain a Michigan resident throughout this time.

c. A final, supporting reason for coming to Michigan to study is to have the chance to spend time with my family, whom I have seen irregularly for the past decade. With the exception of my parents, my family resides in Michigan. (My effective address since entering the active duty is with my sister in Midland)

3. Proof of Michigan as my domicile while on active duty. Michigan is my true, fixed and permanent home. I entered the Army with the full intent of always returning to Michigan.

a. I completed my undergraduate work at Western Michigan University in April of 1988, and entered active duty in January of 1989 after completing a four-month training program for the Michigan National Guard. I have enclosed the orders that separated me from the Michigan National Guard and that placed me directly on active duty (enclosure 4). Since January 1989 I have been on continuous active duty serving my country.

b. I have continuously claimed Michigan for tax purposes.

(1) I have enclosed a copy of my most recent federal and state income tax return forms. However I am not required to pay Michigan state income tax, as my military income is tax-exempt. I have enclosed the Michigan state income tax return for the benefit of this application (enclosures 5 & 6).

(2) I have continuously ensured that I maintain my Michigan residency. In fact, I even aggressively pursued correction of my financial records when the Army Finance Corps severely mismanaged my records and filed me under another state one time. As soon as I noted the error, I ensured that my records were corrected to reflect my residency in Michigan. This was an administrative error that did not constitute a change of me viewing Michigan as my home.

(3) I have enclosed copies of my Leave and earnings statement over the years, which reflect my residency (enclosure 7).

c. Maintaining Contacts in Michigan. Throughout the years I have maintained a vigorous system of contact with both friends and family. I have enclosed a list of several points of contact that can verify that I was and am still a resident. These contacts can verify that I have continuously stated my intentions to return to Michigan (enclosure 8).

4. Proof of Michigan as my permanent domicile before the Army. Prior to entering the Army I was aggressively pursuing and building a career in Michigan. After returning from the training program for the Michigan National Guard in September 1988-January 1989, it was my intent to become a lawyer, while simultaneously pursuing a career in the Michigan National Guard.

a. I have enclosed several letters from employers and colleagues who can attest to the fact that I was establishing myself in Michigan professional life prior to entering the Army and have always expressed the intent to return to Michigan. See enclosure 9.

b. During this time I was also dedicated to my community, as demonstrated by becoming qualified and volunteering as a reserve deputy sheriff for Kalamazoo County. I have always considered Michigan as my permanent domicile. See enclosure 10.

c. I have voted on absentee ballots whenever I felt I was adequately informed to cast a responsible vote.

d. I have stated, in my will, that Michigan is my domicile. The executor of my will is my sister in Midland.

5. **Michigan as my Home of Record.** The Army considers Michigan as my one and only permanent home or record.

6. Absence of parents living in Michigan. My parents moved out of state when I was seventeen, which required me to complete the senior year out of state. On the surface, by operation of law, this would have made South Carolina my domicile. However, I maintained Michigan as my domicile and re-established Michigan as my residence on my eighteenth birthday. In fact, I legally maintained Michigan as my domicile during these nine months of absence. To ensure this:

a. I ensured that I remained assigned on the rolls of the USA Army Reserve in Michigan during my senior school year in high school, although I attended drills in South Carolina.

b. On the morning of my eighteenth birthday I moved back to Michigan and lived with my aunt and uncle in Kalamazoo. I worked a year to build up funds for college and then entered Western Michigan University, paying a resident tuition. See enclosure 11.

7. **Ties to other states.** I have not had ties to any other forty-nine states in the Union. My presence in other states, or abroad, has always been merely temporary and resulting solely from military assignments. I have no financial, legal or other ties to the state my parents live in, Georgia.

8., I have attempted to provide all the evidence that you may need and have not hidden anything. I hope that this is sufficient for you to verify my residency. Please contact me at the above stated address.

Sincerely, John Does
Captain (Promotable)
United States Army

Enclosures (11):

1. CREES Acceptance Letter
2. Army Funding of Graduate School
3. Statement of Purpose.
4. Orders to Active Duty
5. Michigan Income tax Return
6. US Income tax Return
7. Leave and Earning Statement
8. Points of Contact
9. Letters from employers and colleagues
10. Certification as a Reserve Deputy Sheriff
11. Reserve component Orders.

D-14-1

Department of The Army

letterhead

SUBJECT: Tuition Cap for Captain xxxxxx SSN xxx-xx-xxxx

Ms. Lisa Cerundolo
Harvard Graduate School of Arts and Sciences
Office of Admissions and Financial Aid
Byerly Hall
8 Garden Street
Cambridge, MA 02138

Dear Ms. Cerundolo:

Captain xxxxxxxxx is a Foreign Area Officer in the application process for the Army's Advanced Civil Schooling Program. Due to a severe reduction in funding over the several years, the Army has had to cap annual tuition payments at \$14,5000 per student. This ensures the Army can afford to train enough officers to fill positions requiring advanced degrees.

If you have any questions about this policy, or require further clarifications, please contact me at (703) 325-6681.

Sincerely,

Alison Marquardt
Advanced Civil Schooling
Budget Officer

Copy furnished:
Tony Goff, Training Officer

Department of The Army
letterhead

TAPC-OPB-D

X November 1999

MEMORANDUM FOR Personal proponents

SUBJECT: Negotiating reduced Tuition Rates to Meet Army Cap for Mid-cost-Schools

1. The purpose of this memorandum is to define the Army cap for mid-cost schools and set the guidelines for negotiating reduced tuition.
2. The Army cap is \$14,500 for twelve months--three consecutive semesters or four consecutive quarters, regardless of whether the semesters/quarters fall within the same academic or fiscal year. For an officer starting in January 2000, the cap is \$14,500 for spring '00, Summer '00, and Fall '01 semesters. If the officer begins in Fall '01, the cap is for \$14,500 for Fall '01, Spring '01, and Summer '01. The \$14,500 must include **all tuition and fees** for the specified period.
3. The reduced tuition agreement must apply to the entire time the officer will be enrolled, from the first day of classes to graduation. In most cases, the time in school is 18 months, or four semesters/six quarters. This means tuition and fees for the first full year must be \$14,500 or less, and the tuition and fees for the remaining semesters must be a prorated tuition rate based on the \$14,500 per year cap. For instance, if a student is enrolled from the beginning of Fall '00 through the end of Fall '01 (four semesters), tuition and fees for the first three semesters must be \$14,500 or less, and tuition and fees for

the fourth semester must be a prorated amount (e.g. \$3,833). The school may not charge full tuition (e.g. \$10,000) for the final semester just because it is less than \$14,500.

4. The terms of the reduced tuition agreement must be specified in the acceptance letter from the university to include the amount charged to the Army for tuition and fees for each semester/quarter. the following examples apply to an 18 month program where the officer begins school in the fall:

a) For a university on the semester system:

- (1) **(Tuition)** for _____ credits for Fall semester (**academic year**)
Fees for fall semester (**academic year**)----**[List all that apply]**
(Tuition) for _____ credits for Spring semester (**academic year**)
Fees for Spring semester (**academic year**)----**[List all that apply]**
(Tuition) for _____ credits for Summer semester (**academic year**)
Fees for Summer semester (**academic year**)----**[List all that apply]**
Total tuition and fees _____ (**not to exceed \$14,500**).
- (2) **(Tuition)** for _____ credits for Fall semester (**academic year**)
Fees for Fall semester (**academic year**)----**[List all that apply]**
Total tuition and fees _____ (**prorated based on \$14,500 cap**).

5. The university may state in the acceptance letter the source of the additional funding in excess of \$14,500, but it is not required. For example, the university may state that the Russian Studies Department will pay the difference between \$14,500 and full tuition. A university/department may refer to its contribution to an officer's tuition as a grant, waiver, reduction, and so forth. However, for legal and administrative reasons, the university must not use the term scholarship or fellowship in conjunction with the tuition reduction.

6. Officers or proponents negotiating with universities should provide this memorandum to the university to clarify the Army cap. Proponents should not process ACS packets without a properly articulated acceptance letter. The letter should also include a point of contact in the Bursar's office that is able to solve tuition issues.

7. An officer will not be allowed to attend a university if the stipulations above are not met and the terms of the agreement are not clear in the acceptance letter.

8. The point of contact for this memorandum is CPT Michelle Anderson, (703) 325-3141.

Douglas B. Dobson
LTC, FA
Chief, Development Branch

Department of The Army
letterhead

XX September 2002

DAMO-SSF

MEMORANDUM FOR

Commander, U.S. Army Personnel Command, ATTN: TAPC-OPB-A, 200 Stovall Street,
Alexandria, VA 22332-0411
Commander, U.S. Army Personnel Command, ATTN: TAPC-OCB-D, 200 Stovall Street,
Alexandria, VA 22332-0411
Foreign Area Officers

SUBJECT: Foreign Area Officer (FAO) Approved Schools List - FY03

1. References.

- a. DA Pam 600-3, 1 Oct 98; AR 621 - 108, 3 Mar 92; AR 621 - 1.
- b. Memorandum, DAMO - SSF, 25 Oct 99, Subject: Graduate School Goals, Objectives and Requirements.

2. Purpose. This memorandum provides guidance to FAOs applying for Advanced Civil Schooling (ACS) in regional studies for Fiscal Year (FY) 03. The institutions listed in these enclosures are the latest approved schools and degree programs for FAO ACS. This list is a "point of departure" for FAOs applying to graduate school. Prospective FAOs that already possess a master's degree must seek written approval from the proponent (DAMO-SSF) for a waiver to this requirement.

3. Goal. The goal of the FAO ACS program is to ensure that all qualified officers, who did not already possess an appropriate graduate degree, receive one as part of the three-part FAO training program. To meet this obligation with limited funding, the FAO Program utilizes a mix of low cost and mid cost schools. Cost categories are as follows: Low cost: To 8.5K; Mid-cost: From 8.6K - 14.5K.

4. FAOs preparing for ACS must apply to a minimum of three institutions. Two acceptances are required. Officers may list only FAO Program approved graduate programs on the DA Form 1618-R (Application for Details Student Officer at a Civilian Educational Institution or training with Industry). At least one of the three must be from a tax-supported school in which the officer will be considered a resident for tuition purposes. If that assistance does not render the school low-cost, then the officer will submit another one that falls within the category.

5. Exceptions to Policy.

a. In limited cases, officers may include one school in their DA Form 1681 - R that is not included in the Approved Schools list. These officers must request an exception to policy from the FAO Proponent prior to submitting DA Form 1618 - R to HRC. An officer must clearly demonstrate that the suggested program meets all DA guidelines and FAO educational objectives, per the references.

b. One common request for exemption to policy concerns high cost school. These are programs that exceed the ARMY ACS funding cap of \$14,500 per year. These requests will only be approved under certain circumstances - if the officer is highly qualified, funds are available and the school offers a fellowship or other form of tuition assistance to bring the cost down to only 14.5K a year. Of note, a number of high cost schools offer a limited number of fellowships and/or tuition assistance programs to bring the cost under the cap. By applying for and receiving either an approved assistance program or fellowship, the FAO can reduce a "high cost" program to a lower cost option.

6. The point of contact for this action is MAJ Mike Brewer at the FAO proponent.

MARK VOLK
COL, GS
Chief, Strategic Leadership Division

Enclosures:

1. 48B School List
2. 48C School List
3. 48D School List
4. 48E School List
5. 48F School List
6. 48G School List
7. 48H School List
8. 48I School List
9. 48J School List

Department of The Army
letterhead

DAMO-SSF

XX October, 1999

MEMORANDUM FOR: Foreign Area officers Applying for Graduate School

SUBJECT: Graduate School Goals, Objectives and Requirements

1. References.

- a. AR-621-1, Training of Military Personnel at Civilian institutions.
- b. DA PAM 600-3, Officer Professional Development.
- c. Memorandum, DAMO-SSF, XX Oct 99, Subject: Approved Schools List.

2. Purpose. This memorandum is to provide Proponent guidance on goals, objectives and requirements for Foreign Area Officers (FAOs) attending graduate school under a fully funded Advanced Civil Schooling (ACS) program. This guidance applies to officers enrolled in Master's Degree Programs as a component of the initial FAO Training Cycle. FAO trainees pursuing Master's Degrees under the sponsorship of the U.S. Military Academy (USMA), Which also satisfies the FAO graduate schooling requirement in reference 1b, above, should conform primarily to USMA guidance.

3. Program Selection. Because of the unique FAO educational requirements, the Proponent will only allow our officers to attend selected graduate programs. To facilitate this process, each year we publish an Approved Advanced Civil Schools List (reference 1c). These programs when properly constructed by the student officer and his/her faculty advisor will accomplish our educational requirements. Officers may seek alternative schools, but they must apply to at least two schools on this list. Any alternative program must meet the criteria in Enclosure 1.

4. Graduate School Objectives. The key requirement for FAOs pursuing fully-funded graduate degrees is to construct a program which fulfills as many of the FAOs objectives (Enclosure 2) as possible. The ideal graduate program for FAOs is a multidisciplinary program focused on a particular geographic region. This is based on the primary goal of the FA48 career field: To develop Army officers for positions demanding regional expertise, knowledge of U.S. and foreign political-military relationships and foreign language skills.

a. Regional concentration. Graduate programs should be concentrated (about 60% of course work) on regional studies. This part of the curriculum must include courses on a range of topics from history, politics, economics, anthropology, geography, and sociology. Language and literature courses do not count towards this requirement.

b. Complementary Courses. In addition to concentrating on regional/area studies, ideal FAO graduate programs should be sufficiently flexible to allow a broad range of courses (about 40% of course work) that will provide a familiarity with international relations, law and economics, and U.S. foreign/defense policy. For example a curriculum should include at least one course in international economics, comparative politics and U.S. foreign/national security policy, in addition to economics, history, politics and social science courses specifically oriented to the target region.

c. All programs should include language and/or literature studies in a major language of the region. Officers are expected to strengthen their language skills while attending graduate school. Therefore, an officer should plan to take overload language courses and make use of other tools such as Foreign Language Maintenance Refresher and Improvement Course (FLAMRIC) materials from DLI while in school. This requirement is critical since the majority of FAOs will be assigned to in-country training assignments that demand daily use of the foreign language.

d. FAO graduate students must avoid courses which are not consistent with the attached objectives or which do not provide background for FAO duties and responsibilities. For example, a course entitled "Early Mayan Art" is not an appropriate elective for a FAO in a LATAM Studies Program, given the limited time available.

5. In-Program Reporting.

a. Officers completing fully funded graduate school are required by reference 1a and 1b to forward a completed copy (both sides) of the DA Form 2125 (Report to Training Agency) to both Education Branch, HRC, and their Proponent office prior to the beginning of each term. The Proponent closely monitors these submissions to ensure graduate programs meet graduate school objectives. Comments on the quality of a graduate school's program and its ability to satisfy FAO graduate school objectives are encouraged.

b. Officers designated as FAOs who are completing FAO graduate degree requirements under USMA ACS quotas are also required to furnish a copy of DA FORM 2125 to the FAO Proponent. Although USMA graduate programs (e.g. Linguists, language, etc.) should satisfy USMA requirements, FAOs are expected to choose additional courses that will provide the strongest possible background in their regional AOC.

6. Remember, you are preparing for a career as a "Soldier-Statesman" in your area of concentration. Take advantage of every opportunity for personal and professional development that will improve your competency and skill. As a FAO, your direct input will affect U.S. foreign policy!

7. Questions on Graduate School issues should be directed to the FAO Proponent Team (DAMO-SSF), ODCSOPS, 400 Army Pentagon, Room 3B521, Washington, D.C., 20310-0400.

Enclosures:

1. Approved FAO
Graduate School Programs
2. Graduate School Objectives
for FAOs

MARK VOLK

COL, GS

Chief, Strategic Leadership Division

GRADUATE EDUCATIONAL OBJECTIVES
FOR
FOREIGN AREA OFFICERS

The goals of graduate schooling in area studies are to provide the officer with a solid base of regional knowledge across a range of disciplines, the ability to perform research, analysis and synthesis, and the capability to apply that knowledge to his/her development as an area expert. Specific educational objectives are divided into three general areas.

1. LANGUAGE AND RESEARCH SKILLS:

-LANGUAGE:

- Maintain or improve expertise at the DLI graduation level in the given language for the area.
- Read newspapers and journals written in the language of the area to be aware of current developments.
- Use language as a tool of research.
- Find courses or programs where verbal expression in the language is required.
- If already fluent in the major language of the region, acquire an introductory knowledge of a second language used in the region.

-ANALYTICAL AND RESEARCH SKILLS:

- Demonstrate scholarly skills in research and analysis.
- Refine verbal and writing skills.
- Be able to interpret and evaluate data.
- Know the elements of problem solving and processes.
- Know modes of negotiation and debate.

2. SOCIAL SCIENCE PERSPECTIVES OF THE REGION

-GEOGRAPHY AND DEMOGRAPHY:

- Know major aspects of the region's geography.
- Relate the geography of the region to its national development, transportation systems, economic sufficiency and military posture.
- Understand the relationships between the political, social and economic environments.
- Know the human geography, to include ethnic and religious composition and inter-relation, population growth and distribution and their relationship to issues of health, ecology and education.

-HISTORY:

- Understand, in detail, the region's political evolution, traditional enemies and conflicts, and regional alignments.
- Know the historical antecedents of domestic issues.

-CULTURE AND RELIGION:

- Know the region's class structure, ethnic, cultural and religious values and ideologies.
- Understand how the region's culture and religious power base impact on domestic and foreign affairs.

-ECONOMICS:

- Gain an understanding of the economic structure of the region, the sources of wealth, distribution of income, patterns of trade.
- Understand the inter-relation between the political and legal systems, specifically, the rule of law and its impact on economic development and foreign investment.

-POLITICS AND FOREIGN AFFAIRS:

- Understand how the region functions politically, both officially and unofficially, including formal and informal institutions, such as the bureaucracy and systems of patronage.
- Understand the political culture of the region.
- Understand the inter-relation of countries within the region. Understand their relationship with the larger world and the U.S. in particular.

3. U.S. FOREIGN POLICY AND CURRENT ISSUES:

-U.S. FOREIGN POLICY:

- Obtain a basic understanding of U.S. foreign policy and the processes for its formulation.
- Understand U.S. policy toward the region.
- Know how U.S. foreign policy towards the region affects relations with neighbouring areas.

-CURRENT ISSUES:

- Know the present political, economic and military issues that affect the region.
- Understand the impact of any social or economic reforms to the status and well being of the area.
- Know any key leaders in the region and their relationships to all elements of society.